

Magnet Programs



**TUSD Magnet Programs
Improvement Action Plan for Integration and
Achievement
SY2022-23**

Principal: Dr. Tonya Strozier

School: Holladay Elementary Magnet School

Magnet Program: Visual Arts and Performing Arts

Region: Santa Cruz

Date Plan Revised: 25 April 2022

Planning Team:

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Position	Name	Signature	Date
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Regional Assistant Superintendent	Mark Alvarez		
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I. Magnet School Profile

A. Mission

Holladay’s mission is to integrate visual and performing arts to such a degree that fosters creativity, equity, cultural responsiveness, and innovation.

B. School Summary

Holladay focuses on family and community engagement with arts themed programs and partnerships. Holladay has an annual art show and quarterly performances where students sing, dance, act, and recite lines. Student artwork is also shown throughout the school site and around the community in libraries and grocery stores. All students learn to play the piano keyboard in the district’s only piano keyboard lab. Fourth grade students learn to play drums and fifth grade students are invited to participate in Band or Orchestra. Holladay also puts on community showcases throughout the Tucson community for all its performing groups including modern dance, folkloric, and step-team. The visual and performing arts teachers also work with classroom teachers to support arts integration. The visual and performing arts teachers push-in for school-wide interventions for Math and English-Language Arts (ELA).

Students receive leadership development skills through Holladay’s Multi-Tiered Systems of Supports (MTSS) framework and Positive Behavioral Intersections and Sports (PBIS). All students receive Social and Emotional Learning (SEL) lessons from the School Counselor. The School Counselor also works on social and emotional development through individual or group sessions. As a Leader In Me School, students learn to take ownership of their learning and decisions to become scholars and leaders within the Holladay community and all communities they are part of. Administration, teachers, and staff are committed to the success of the whole child.

Holladay is a one-to-one technology environment and offers makerspaces sessions, library sessions, after school athletic programs, and after school enrichment activities all in addition to the arts

C. Vision

The vision for Holladay’s students is to learn in a fully art integrated, technology rich, and equitable environment. Students continuously develop critical thinking skills, meaningful relationships, and leadership abilities.

D. Core Values

- Family and Community – We cultivate relationships and a sense of belonging within our diverse community by working collaboratively, embracing empathy, and shared decision-making.
- Creativity – We encourage the integration and expression of all art forms to solve problems, communicate with others, work collaboratively, and gain knowledge.
- Cultural Relevance – We champion cultural competence, equity, diversity, and the inclusion of different points of view and cultures.
- Leadership – We believe that everyone is a leader.
- Innovation – We inspire curiosity, critical thinking, and lifelong learning through dynamic experiences.

E. School Profile

2018-19 Letter Grade	2021-2022 Integration Status	Magnet Theme
B	Integrated	Visual Arts and Performing Arts

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
23.26%			64.3%	12.3%	13.9%

School Integration Profile (USP Ethnicity)													
2021-22 40 th Day	White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Enrollment	11	6%	31	18	118	67%	4	2%	3	2%	8	5%	175
Non-neighborhood %													NA
USP Integration Range +/- 15% District ES Avg													
	6-36%		0-25%		44-70%		0-19%		0-17%		0-19%		
Future Integration Range +/- 25% District ES Avg													

	0-45%	0-35%	35-70%	0-29%	0-27%	0-29%
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F. Achievement Data

3 Years of ELA Percent Proficiency by Grade									
ELA	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District ES Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Holladay	32%	18%	13%	39%	15%	14%	66%	27%	21%
3 Years of Math Percent Proficiency by Grade									
Math	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State ES Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District ES Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Holladay	18%	21%	13%	26%	18%	25%	48%	27%	27%

Three Year AZ Merit/AASA by Subgroup

ELA

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	66.7			35.7	*		*	*	
Grade 4	50.0	*		17.4	27.3		*	None	
Grade 5	45.5	*		20.0	10.0		None	None	
WS	55.0			23.0			67.0		

Math

	African American			Hispanic			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	83.3	*		50.0	*		*	*	
Grade 4	50.0	*		17.4	*		*	None	
Grade 5	18.2	*		20.0	0.00		None	None	
WS	52.0			26.0			67.0		

18-19 and 20-21= AZM2 test; 21-22 data = AASA.

Overall 2018-19 AzMERIT Percent Proficiency by USP Ethnicity		
USP Ethnicity	ELA	Math
White	67%	67%
African American	55%	52%
Hispanic	23%	26%
Native American	0%	33%
Asian-PI	0%	0%
Multi-Racial	0%	33%
All	33%	36%

II. DISTRICT GOALS FOR MAGNET SCHOOL EFFECTIVENESS

1. Integration

The District uses two measures for determining whether a magnet school is Integrated or making progress towards integration:

Meeting the 70% and +/- 25% thresholds for an Integrated School. A magnet school is Integrated when no racial or ethnic group exceeds 70% of total enrollment; and when no single racial or ethnic group varies from the district average for the school's grade level (Elementary, Middle, K-8, High) by more than +/- 15 percentage points.

Progress towards integration. A magnet school is making progress towards integration when the entry-grade enrollment is Integrated, and when the school maintains this integration through the next two grades.

2. Student Achievement

The academic student achievement goal for all magnet schools and programs shall be to attain a state letter grade "A" or "B" or a TUSD "MagnetMeritB" grade. A magnet school that receives a state letter grade "C" may still receive a MagnetMeritB grade if it reaches a minimum of 4 points based on the criteria below. A magnet school that receives a state letter grade "C" that does not reach a minimum of 4 points, or that receives a state letter grade of "D" or "F," will be put on a targeted academic improvement plan.

Proficiency: Criteria 1 = 2 Points. Compare a C magnet school's proficiency rate to the district's lowest B school proficiency rate. If the C magnet school has a higher proficiency rate than the lowest B school proficiency rate of district schools, the C magnet school meets the criteria.

Growth: Criteria 2 = 2 Points. Compare a C magnet school's growth rate to the district's lowest B school growth rate (K-8 model for ES, K8, and MS and HS model for HS). If the C magnet school has a higher growth percent than the lowest B school growth percent, the C magnet school meets the criteria.

Minimally Proficient (MP): Criteria 3 = 2 Points. Compare the percent of MP students in C magnet schools with the district average MP for each school type (ES, K8, MS, and HS). If the percent of MP students is lower in the C magnet school than the district average, then the school meets the criteria. (1 point for ELA and 1 Point for Math).

Free and Reduced Lunch (FRL): Criteria 4 = 1 Point. If a magnet school has an FRL rate that is higher than the district average (2019-20 100th Day TUSD average K-12 = 62.40%), the school meets the criteria.

3. Academic Performance (African American and Latino Students)

- a. Gaps, Compared to District Cohorts. Whether state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in TUSD schools with similar grade structures.
- b. Gaps, Compared to White Students. The size of the achievement gap in mathematics and English/Language Arts (ELA) comparing test scores of white students to those of African American and Latino students.
- c. Narrowing or Eliminating Gaps. The extent to which the school has narrowed or eliminated achievement gaps.
- d. Improving Performance. Improvement in proficiency rates for African American and Latino students.

III. INTEGRATION

A. Integration: Gap Analyses

Interpretive Summary - Integration Gap Analysis

Data Points /Key Information Supporting Integration Site Gap Analysis:

- SY20-21, 40th day enrollment data indicates Holladay was integrated. 40th day enrollment data continues to indicate that Holladay is integrated. SY22-23 enrollment is expected to maintain integration.

Root Cause Analysis		
Identify Top Three Causes of these Gaps	Identify the Surface Causes	Identify Deep Causes
Effective Marketing and Recruitment	Surface gaps are related to: <ul style="list-style-type: none"> ● Targeted digital advertisements ● Social media leveraging ● Mailing of targeted advertisements 	Deep or root causes are related to: <ul style="list-style-type: none"> ● Better management of the choice-driven system ● Lack of training in marketing strategies
Increase Diversity and Equity	Surface gaps are related to: <ul style="list-style-type: none"> ● Only one teacher per grade level for EL students ● EL population is mostly Hispanic so EL classes lack diversity 	Deep or root causes are related to: <ul style="list-style-type: none"> ● Effective EL instructional practice
Instructional Effectiveness Systems	Surface gaps are related to: <ul style="list-style-type: none"> ● Effective instructional practice ● Strong and frequent observation and feedback cycle ● 	Deep or root causes are related to: <ul style="list-style-type: none"> ● New staff require professional development on arts magnet theme ● Rich, differentiated professional development ●

B. SMART Goal for Integration

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
1. By November 1, SY 2022-2023, Holladay will increase non-Latino enrollment by 5% as measured by the 40th Day Enrollment Reports.	<ul style="list-style-type: none">● TUSD Web Data for 40th Day Enrollment● Synergy Records and Reports● Magnet Enrollment Plan
2. By November 1, SY 2022-2023, Holladay will distribute EL students in classes with highly qualified teachers to mimic diversity of the school population, as measured by 40th Day Enrollment Reports.	<ul style="list-style-type: none">● TUSD Web Data for 40th Day Enrollment● Synergy Records and Reports● Classroom rosters reflecting diversity

C. Goal Attainment

Strategies that help Magnet School Achieve Integration SMART Goal	
Strategies	Strengths and Obstacles
<p>1. Marking and Recruitment</p>	<p>Supports:</p> <ul style="list-style-type: none"> • District Recruitment Events • School Community Services (TUSD) • District Communication Department District Media Department • District Community Services Open Enrollment Lottery District Transportation Department • District Preschools • District and Out-of- District Daycare and Preschool Maps <p>Constraints:</p> <ul style="list-style-type: none"> • Access to non-district parent contact information for communication. • Training related to targeted social media use • Content on social media

2. Increase Diversity and Equity

Supports:

- Language Acquisition TWDL program model
- Diversity in student population
- Strong Professional Learning Community
- Summer Professional Development
- Reimagining Integration: Diverse and Equitable Schools (RIDES) program for 5th Grade teachers

Constraints:

- Delayed data results
- Most English Learners (EL) are classified as Hispanic
- EL students clustered in one class per grade level
- Lack of highly qualified EL teachers

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal					
Strategy 1: Marking and Recruitment					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Attend TUSD marketing and recruitment activities and events.	Magnet Coordinator; Principal	Aug. 2022- May 2023	District support & funding Family Engagement Sign-In Sheets	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Calendar of district and school events, attendance documentation and agendas, meeting notes, open house logs, virtual and in-person tour logs.
2. Create two posts per week on Facebook and Instagram highlighting: · Digital Creative Lab · Art experiences or field trips · Artist In Residence	Magnet Coordinator; Principal	Aug. 2022- May 2023	Access to the site Facebook page and Instagram account	During quarterly progress monitoring reports to the Magnet Department, include information Social Media Analytics	Facebook analytic reports Instagram analytic reports
3. Monitor routinely open enrollment applications with School Community Services	Magnet Coordinator; Principal; Office Manager; Attendance Tech	Aug. 2022- May 2023	Postcard mailings, street banners, school website, social media boosts	Quarterly progress monitoring report to Magnet Department. Quarterly enrollment reports.	Excel document showing trends

			Budget for Facebook and Instagram			
4.	Follow up with transportation needs when students are placed at Holladay,	Magnet Coordinator; Principal; Office Manager; Attendance Tech	Aug. 2022- May 2023	Transportation applications and route placements	Quarterly progress monitoring reports to Magnet Department include a communication log for each transportation request.	Communication log

Action Steps to Implement, Implement, Monitor and Assess Improvement Strategies for Integration SMART Goal

Strategy 2: Increase Diversity and Equity

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Showcase Kinder Ready Camp arts magnet theme and build a relationship with potential students.	Magnet Site Coordinator; Summer School Coordinator	Marketing in February 2023 Registration from February 2023 – May 2023 Program runs in June 2023	Postcard mailings, street banners, school website, social media boosts budget for Facebook and Instagram	Full summer registration of three 15 student classes.	Add 15 students from the program for the next school year.
2. Create an inventory of highly qualified EL teachers to determine if more EL classes can be offered at each grade level or if combo classes should be offered.	Principal	July 2022	Certification and qualifications of all returning and newly hired teachers	Quarterly progress monitoring report to Magnet Department which includes diversity of each classroom.	Class rosters which mirror the diversity of the school
3. Provide RIDES professional development on at least 4 Wednesdays	Principal; RIDES Teachers	Aug. 2022- May 2023	Develop survey to support RIDES	Pre and post survey on school ethos and belonging	Results of survey and comparison of change from beginning of year to the end
4. Meet with certified staff in post-contract professional learning opportunities to analyze student data and diversify classrooms.	Principal; Teachers	April 2023	Student data School ethnicity report	PLC notes	Class rosters which mirror the diversity of the school

IV. Overall Student Achievement

A Gaps in Student Achievement

Interpretive Summary of Overall Student Achievement Data (see page 4-5).

There are multiple data points and key information to support the site academic gap analysis. This information will help to identify needs to more effectively ensure overall academic proficiency. This includes the following:

- 3rd Grade achievement in ELA – 66%
- 4th Grade achievement in ELA – 27%
- 5th Grade achievement in ELA – 21%
- 3rd Grade achievement in Mathematics – 48%
- 4th Grade achievement in Mathematics – 27%
- 5th Grade achievement in Mathematics – 27%

Based on this data set, the most significant needs lie in the following areas: 4th and 5th grade ELA/Math. *Note that this data set is from the AZ Merit in SY 18-19. Goals and root cause analysis will be taken from this information, as AZM2 data (State Standardized Test that Replaced AZ Merit) was not a valid assessment, as many students were not assessed due to the global pandemic that caused COVID-19.

Root Cause Analysis

Top Three Causes of these Gaps	Surface Causes	Deep Causes
1. Instructional effectiveness at the fourth-grade level	1. Ongoing instructional observations that are targeted to 4 th grade	1. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in 4 th grade.
2. Instructional effectiveness in ELA at the fifth-grade level.	2. Ongoing instructional observations that are targeted to 5 th grade guided reading	2. Time to support ongoing job embedded coaching that supports evidenced based instructional practice in fifth grade.
3. Effective RTI structures to support academic performance	3. No after school program or interventionists on staff	3. Need to acquire more reading and math interventionists; establish an after school program to provide targeted and enrichment support.

B. SMART Goals for Overall Student Achievement

SMART Goal Statements	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none"> 1. By June 2023, 4th grade student achievement will increase 5.0% in ELA, moving from 28% proficiency in 2019 to a proficiency rate of 33%, as measured by AASA results. 2. By June 2023, 5th grade student achievement will increase 3.0% in ELA, moving from 30% proficiency in 2019 to a proficiency rate of 33%, as measured by AASA results. 	<p>AASA scores for 2022-2023 school year.</p>
<ol style="list-style-type: none"> 1 By June 2023, 4th grade student achievement will increase 5.0% in Math, moving from 29% proficiency in 2019 to a proficiency rate of 34%, as measured by AASA results. 2 By June 2023, 5th grade student achievement will increase 3.0% in ELA, moving from 52% proficiency in 2019 to a proficiency rate of 57%, as measured by AASA results. 	

C. Goal Attainment

1. Strategies to Achieve SMART Goals.

Strategies to Achieve SMART Goals for Overall Student Achievement	
Strategies	Strengths and Obstacles
1. Provide job-embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.	Supports: Magnet Schools of America Pillar 2: Innovative and Curriculum and Professional Development Constraints: New staff require coaching and professional learning opportunities to catch up on arts magnet theme and Holladay’s triangulated approach to student achievement
2. Provide professional development related to evidenced based instructional strategies that support academic performance.	Supports: Magnet Schools of America Pillar 2: Innovative and Curriculum and Professional Development Constraints: Professional Development (PD) meets once a week, 1.5 hours to meet is not long enough, and rotating topics are challenging to schedule

3. Create family and community partnerships that support academic performance.

Supports: Magnet Schools of America Pillar 5's Standard 9: Community Engagement and Partnerships and Standard 10: Family Engagement and Communication

2. Action Steps to Implement Strategies.

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 1					
1. Strategy 1: Job embedded coaching related to theme integration and curriculum fidelity that supports Tier I instruction resulting in closed academic gaps.					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Observe daily instruction with job-embedded coaching ensuring fidelity to magnet theme.	Principal; Curriculum Service Provider	Aug. 2022- May 2023	Teaching Assistants Instructional protocol adoption	Observation data	Formative assessments; benchmark assessments; end of year evaluations
2. Create a crosswalk of state standards with to national art standards to ensure theme integration fidelity.	Principal; Curriculum Service Provider	Weekly	Instructional protocol	Formative assessments and benchmark assessments related to ELA and SLA	Teacher-provided ongoing formative data

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 2

Strategy 2: Professional development related to evidenced based instructional strategies that support academic performance.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
1. Develop professional development calendar based on its arts magnet theme.	Principal Curriculum Service Provider Instructional Data and Intervention Coordinator	Aug. 2022- May 2023	Professional development funds	CFA data	Instructional observation logs; formative assessment
2. Use full-time school counselor to provide Professional Development related to Social and Emotional Learning (SEL) learning opportunities for students, in order to provide a learning space where students can take intellectual risks.	Principal Curriculum Service Provider Instructional Data and Intervention Coordinator	Aug. 2022- May 2023	Funding for school counselor	Discipline data and intervention logs	Instructional observation logs (classroom management)

Action Steps to Implement, Monitor and Assess Strategies to Achieve SMART Goals for Overall Student Achievement: Strategy 3

1. **Strategy 3:** Family and community partnerships that support academic performance.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Implement Artist In Residence (AIR) program that welcomes local and national artists to help implement the art magnet theme and support Holladay’s PBIS practices. The AIR program offers experiential learning that are career related.</p>	<p>Principal AIR Program Designee</p>	<p>Arts will be scheduled in August 2022 and January 2023</p>	<p>Funding artists</p>	<p>Artist In Residence calendars.</p>	<p>Artist in Residence sign in</p>
<p>2. Include an after-school program partnership with Tucson Youth Music Center that supports the art magnet theme. The after-school program uses local music teachers that offer students free music lessons and provide free instrument rentals.</p>	<p>Principal After school program designee</p>	<p>August 2023</p>	<p>Classroom</p>	<p>Facebook and Instagram, Holladay website, open houses, etc.</p>	<p>Sign in logs</p>

<p>3. Partner with the University of Arizona’s Women In STEM (Science, Technology, Engineering, and Mathematics) to support the art magnet theme and student academic performance for African American and Latino students. These students participate in experiential learning with art enhanced lessons. Students benefit from career-related experiences.</p>	<p>Principal After school program designee</p>	<p>August 2023</p>	<p>Classroom</p>	<p>Facebook and Instagram, Holladay website, open houses, etc.</p>	<p>Sign in logs</p>
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V. Academic Performance for African American and Latino Students

A. Gaps in USP Subgroups Performance (African American and Latino)

Interpretive Summary - Academic Performance for African American and Latino Students (see data Pages 4-5).

There are multiple data points and key information to support the site academic gap analysis for African American and Latino students. This information will help to identify needs to reduce academic performance gaps between African American and White Students, as well as Latino and White Students. This data summary includes:

- White students outperformed African American students in ELA by 12% on the 18-19 AZ Merit
- White students outperformed Latino students in ELA by 44% on the 18-19 AZ Merit
- White students outperformed African American students in Mathematics by 15% on the 18-19 AZ Merit
- White students outperformed Latino students in Mathematics by 41% on the 18-19 AZ Merit

The data clearly indicates significant gaps between Latino and White students. This is where the efforts should likely be focused. Note that the data from SY 18-19 is used to set goals as 20-21 data was not as valid due to the global pandemic that caused COVID-19.

Root Cause Analysis		
Identify Top Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
<ul style="list-style-type: none"> • Need of instructional effectiveness that supports the SPARKS (Cultural Relevance) framework. 	<ul style="list-style-type: none"> • Lack of frequent instructional observations with follow up feedback and job embedded coaching related to SPARKS (Cultural Relevance) 	<ul style="list-style-type: none"> • Lack of structure that supports SPARKS (Cultural Relevance) on site
<ul style="list-style-type: none"> • Need of RTI effectiveness (increased academic interventions) specific to African American and Latino students 	<ul style="list-style-type: none"> • Lack of interventions that directly supports African American and Latino students 	<ul style="list-style-type: none"> • PLCs do not filter benchmark and AZM2/AASA data by race/ethnicity to allow for informed interventions.

B. SMART Goals for Reducing Achievement Gaps Among USP Subgroups

SMART Goal Statements for Subgroups	Evidence to Be Used to Assess Progress and Accomplishment
<ol style="list-style-type: none"> 1. By June 2023, the reading achievement gap between Latino students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 2. By June 2023, the reading achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 	<p>2023 AASA Scores</p>
<ol style="list-style-type: none"> 3. By June 2023, the mathematics achievement gap between African American students and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. 4. By June 2023, the mathematics achievement gap between African American and White students will be closed by three percentage points at each grade level in third through fifth grade, as measured by the Arizona Academic Standards Assessment. <p><i>*Note that a closure of three percentage points is in alignment with standard performance improvement.</i></p>	

C. Goal Attainment:

1. Strategies to Achieve SMART Goals

Strategies that help Magnet School Achieve, Monitor and Assess Improvement for African American and Latino Students	
Strategies	Strengths and Obstacles
<p>1. Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching</p>	<p>Supports: Principal has strong instructional knowledge and coaching abilities/training.</p> <p>Constraints: New staff require coaching and professional learning opportunities to catch up on arts magnet theme and Holladay's triangulated approach to student achievement</p>
<p>2. Utilize Tier II and Tier III interventions</p>	<p>Supports: Existing academic interventions in place using digital tools such as IXL as well as school day teacher to student interventions.</p> <p>Constraints: Ensuring effective assessment models with follow data disaggregating.</p>

2. Action Steps to Implement Strategies

Action Steps to Implement, Monitor and Assess Strategies for SMART Goals for African American and Latino students					
1. Subgroup Strategy 1: Increase culturally relevant instructional practice specific to African American and Latino Students through job embedded coaching					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
Utilize instructional observations with job embedded coaching to support Tier I culturally relevant instructional practice that increased academic performance for African American and Latino students.	Principal, Magnet Coordinator	Throughout the year	Schedule for observations	Formative assessments; benchmark assessments	Observation logs

Action Steps to Implement, Monitor and Assess Improvement Strategies for Improvement Goal for African American and Latino students

1. Subgroup Strategy 2: Tier II and Tier III interventions

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence of Assessment
<p>1. Utilize DIBELS, Benchmark and Formative Assessment Data, the site will provide:</p> <ul style="list-style-type: none"> a. Tier II interventions in Math for African American and Latino students. b. Tier II interventions in ELA for African American and Latino students. 	<p>Principal, Magnet Coordinator</p>	<p>Throughout the year</p>	<p>Progress monitoring structures; coaching for teachers related to academic interventions; financial allocations for interventionists.</p>	<p>Formative assessments; benchmark assessments</p>	<p>Observation logs</p>

VI. Magnet School Budget

MAGNET SCHOOL BUDGET

After review of site needs, the following budget is in addition to the regular District funding, as a supplement to support the achievement of Magnet Plans, goals, and strategies. List other school FTE to support the MSP Goals for integration and academic quality. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the District (e.g. Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

List other school FTE (Full Time Equivalency) to support the MSP Goals for integration and student achievement. Include 910(G) or non-910(G) FTE and other support staff that are assigned to your school by the district (e.g., Teacher Mentors, Technology Liaisons, AVID teachers, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):

- 3.0 FTE Magnet Teacher (910G, 202)
- 1.0 FTE Instructional Data and Intervention Coordinator (910G, 202)
- 1.5 FTE Instructional Specialist (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)

Goal Focus: Integration and / or Student Achievement

Magnet Plan Focus Areas: Integration (In); Academic Achievement (AA); Parent/Community Involvement (PCI); Professional Learning (PL); and Magnet Theme (MT).

Personnel

Desegregation Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	MSA Pillar	Magnet Plan Essential Focus:
Teacher – Magnet Teacher	\$42,200.00	1.0	The Magnet Teacher will be placed as a classroom teacher to reduced classroom size, provide quality culturally responsive Tier 1 instruction with art enhancement or art integration, collaborate with grade level teacher to lesson plan with national art standards and district/state standards, and use data to provide interventions/re-teachings to narrow achievement gaps for students and subgroups (ELL, Ex. Ed., Ethnic/Racial Groups, etc.).	AA; MT	Student Achievement
Teacher – Performing Arts	\$54,893.00	1.0	Holladay will produce culturally relevant Broadway productions. Students will participate in weekly Performing Arts with the Performing Arts Teacher. Performing Arts Teacher will also lead the Performing Arts Club during student lunch sessions. Grade level Collaborative Teacher Team (CTT) sessions will meet during the contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.	AA; MT	Student Achievement
Teacher – Visual Arts	\$41,700.00	1.0	Holladay will produce culturally relevant fine arts exhibitions. Students will participate in weekly Visual Arts with the Visual Arts Teacher. Visual Arts Teacher will also lead the Visual Arts Club during student lunch sessions. Grade level Collaborative Teacher Team (CTT) sessions will meet during the contract day for 2-hour sessions when students attend weekly Visual Arts and Performing Arts courses.	AA; MT	Student Achievement

Instructional Data and Intervention Coordinator	\$54,020.00	1.0	Instructional Data and Intervention Coordinator (IDIC) will lead grade level Collaborative Teacher Team (CTT) sessions. The IDIC will mentor teachers and provide coaching sessions for best practices for all K – 5 teachers. THE IDIC will provide Tier 2 and 3 interventions in Math and ELA for grades 2 – 5. The IDIC will work with the principal and teachers to assess, analyze, and collect relevant student formative and summative achievement data to improve instruction.	AA; PL;MT	Student Achievement
Instructional Specialists	\$33,242.00	1.5	Instructional Specialists will provide classroom management and support for all students through their time in the classroom while certified instructional staff provide tier 2 and 3 interventions/re-teaching.	AA	Student Achievement
School Community Liaison	\$26,181.00	1.0	The full-time School Community Liaison will be the point of contact to provide resources to address the financial, social, and emotional needs of our community. The need for a full-time School Community Liaison was stressed heavily by the Special Master and his team.	PCI	Student Achievement
Magnet Site Coordinator	\$42,400.00	1.0	Holladay will utilize a full-time Magnet Site Coordinator whose responsibilities include marketing, recruitment, and retention of students. Other responsibilities include facilitating/participating in grade level Collaborative Teacher Team (CTT) sessions, support quality Tier 1 instruction, and provide magnet related Professional Development (PD).	In; PCI; MT	Integration Student Achievement
School Counselor	\$23,950.00	0.5	Holladay use various funding sources to ensure it has a full-time School Counselor. Half of the funding comes from Maintenance and Operation (M&O) funds and the other half is funding comes from desegregation funds. The School Counselor provides full-time support for social and emotional learning in individual and small groups. The School Counselor also provides culturally relevant support with Social and Emotional Learning (SEL) lessons in all classrooms. The School Counselor supports Holladay’s Positive Behavioral Interventions and Supports (PBIS) framework.	AA	Student Achievement
Employee Benefits	\$95,575.80		12,660 + 16,467.90 + 12,510 + 16,206 + 9,972.60 + 7854.30 + 7,185 + 12,720		
Total Budget	\$414,161.80				
	Total FTE	8.0			

Non-Personnel

Desegregation Budget 2021-2022 SY					
Description	Amount	FTE	Purpose	Magnet Focus Area	Goal Focus:
Stipend	\$6,000.00	NA	Provide supplemental tier 2 and 3 interventions for identified students. The stipend will provide time to create and implement plans/goals to monitor, analyze, and adjust goals.	AA; MT	Student Achievement
Substitute Teachers	\$3,000.00	NA	Sick leave funds to pay substitute teachers for magnet teachers including Magnet Teacher, Performing Arts Teacher, and Visual Arts Teacher.	AA	Student Achievement
Added Duty – Recruitment	\$3,000.00	NA	To increase racial and ethnic diversity, the Magnet Site Coordinator will focus recruitment activities at targeted recruitment events, libraries, preschools, private preschools, and charter preschools.	In; MT; PCI	Integration Student Achievement
Tutoring	\$18,000.00	NA	Certified Added Duty for Holladay’s certified staff to provide tutoring for students with support in the areas of math and ELA with Arts Integration. Tutoring will be offered before, after school, and summer school. After school and before school 1-hr x 4 days x 5 teachers x \$25 an hour x 30 weeks = \$15,000 Summer school 6-hr x 5 days x 2 teachers x \$25 an hour x 2 weeks = \$3,000	AA	Student Achievement
Certified PLC Work	\$2,475.00	NA	3 certified teachers will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification. 33 weeks x \$25 per hour x 3 hour total a week = \$2475	MT	Student Achievement
Classified PLC Work	\$1,980.00	NA	3 classified employees will support Holladay’s Leadership Team in pursuing the Magnet Schools of America’s Magnet School Certification. 33 weeks x \$20 per hour x 3 hour total a week = \$1980	MT	Student Achievement
Certified Professional Development	\$10,000.00	NA	Certified instructional staff will participate in Professional Development (PD) during pre-contract, post-contract, and off-contract time for district mandates, magnet theme integration, build organizational capacity, and	AA; PL; MT	Student Achievement

			work on school-wide initiatives. This will include reviewing student data and the creation of action plans for individual students.		
Supplies Fine Arts	\$4,000.00	NA	Holladay will purchase arts supplies for use in the Visual Arts and Performing Arts classrooms.	AA; MT	Student Achievement
Supplies Intervention	\$3,000.00	NA	Holladay will purchase classroom supplies for quality instruction.	AA; MT	Student Achievement
Magnet Schools of America – Registration	\$1,800.00	NA	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Magnet Schools of America – Out of State Travel	\$6,000.00	NA	Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.	MT	Student Achievement
Consultants	\$20,000.00	NA	Art integration and Math/ELA (professional development and coaching; 3 consultants, throughout the school year) to develop art integration skills of all teachers in support of the magnet theme. Consultants also support cross curricular research based instructional strategies.	MT; PL; AA	Student Achievement
Employee Benefits	\$8,891.00		1,200 + 600 + 600 + 3,600 + 495 + 396 + 2,000		
Total Budget	\$88,146.00				

Deseg Budget 2021-2022 SY	
Personnel Cost	\$414,161.80
Non-Personnel Cost	\$88,146.00
Total Budget	\$502,307.80